

CHAPTER 1

PROGRAM DESCRIPTION

The Pervasive Developmental Disorder (PDD) Program has two primary operational components: the Pervasive Developmental Disorder Waiver and the Pervasive Developmental Disorder State Funded Program. Both components focus on utilizing the principles of Applied Behavior Analysis to treat children who have been diagnosed with a Pervasive Developmental Disorder to include Autistic Disorder (here in after referred to as autism) and Asperger's Syndrome.

Under the PDD Program, the South Carolina Department of Disabilities and Special Needs (DDSN) will coordinate the provision of Service Coordination and Early Intensive Behavioral Intervention (EIBI) Services. EIBI services consist of assessment and behaviorally oriented treatment of children with a diagnosis of a neurological disorder under the DSM-IV category of Pervasive Developmental Disorder. EIBI services are based on an individual child's strengths and challenges and their need for a structured, individualized curriculum. Trained professionals will coordinate, implement and render the EIBI service. Providers selected by the child's parents/guardians will utilize Applied Behavior Analysis to develop the child's skills in the areas of cognition, behavior, communication and social interaction that are central to autism and Asperger's Syndrome.

Applied Behavior Analysis (ABA) is the process of systematically applying interventions to improve socially significant behaviors, and to demonstrate that the interventions employed are responsible for the improvement in behavior. Socially significant behaviors include reading, social skills, communication, and adaptive living skills. Adaptive skills include gross and fine motor skills, eating and food preparation, toileting, personal self-care, and home and community orientation.

Providers of EIBI services will have the latitude to recommend and employ various instructional methodologies used in ABA based programs such as, but not limited to, Discrete Trial Training, Errorless Teaching, Visual Communication Systems, chaining, shaping, task analysis, and Incidental Teaching.